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# The Bulletin

## STATE TEACHERS COLLEGE

Moorhead, Minnesota



The State Teachers Colleges  
in  
Minnesota's Program of Higher Education  

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Preparing Students for Teaching Careers

## EDITORIAL COMMENT

This issue of *The Bulletin* contains a reprint of Chapter 11 and one section of Chapter 12 of *Higher Education in Minnesota*. As only a limited number of copies of the book are available through the first printing, the material of these two chapters is duplicated in the belief that people engaged in teacher education will be interested in its content on a much wider scale than the book will provide. The first of these two chapters relates to the history and development of the state teachers colleges in Minnesota, the place of these institutions in the system of higher education, and the problems of faculty personnel and physical plant and equipment. The second deals with the students preparing for the teaching profession—the comparative enrollments in the colleges, requirements of the various teacher-training curriculums, and the characteristics of the students in attendance. The content should be of first interest to citizens of Minnesota. It should interest the committee now engaged in the study of vocational and higher education. It should interest in like manner the Education Committee of the Efficiency in Government Commission. It is hoped, however, that interest in the content of *The Bulletin* will extend beyond the boundaries of the State.

O. W. S.

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## The State Teachers Colleges in Minnesota's Program of Higher Education

O. W. SNARR

OUR five state teachers colleges serve Minnesota in a unique and vital way. Their purpose and their principal function is to supply trained teachers for the public schools of the state. Located in Bemidji, Mankato, Moorhead, St. Cloud, and Winona, the teachers colleges prepare half of Minnesota's elementary school teachers and a substantial proportion of our high school teachers. Operating under the over-all direction of the State Teachers College Board, they constitute the state's second largest direct investment in higher education.

### History and Development of the Teachers Colleges

The first legislature of the state of Minnesota in 1858 enacted provisions for the state normal schools that were the predecessors of our present state teachers colleges.<sup>1</sup> By subsequent acts of authorization under these provisions the first state normal school was opened at Winona in 1860, and others were established at Mankato (1868), St. Cloud (1869), Moorhead (1888), Duluth (1902), and Bemidji (1919). These schools functioned under their original titles until 1921, when the legislature designated them "state teachers colleges."

The enabling act that created the system of state normal schools set forth as their primary function the education of teachers "for teaching in the Common Schools of this State." This function has been reaffirmed by all subsequent acts of the legislature dealing with these institutions, both as normal schools and as teachers colleges, and the schools have not digressed from it. Other functions assumed from time to time have either directly supplemented the teacher-educating function or have contributed to it.

In American education the phrase "common school" has always been a dynamic concept, embracing every part of the public school

<sup>1</sup>General Laws of Minnesota, 1858, pp. 261-63.

system designed to meet the common needs of youth and of society. The broadened function of state teacher-educating institutions paralleled the evolution of the common school in Minnesota. When *common school* meant the elementary grades, the function of the state normal schools was restricted to the education of elementary school teachers; but when *common school* had come to mean high school as well as elementary school, the function of the normal schools was widened to include the education of teachers for the two types of common school. The function of the normal school thus was expanded but not changed.

The state normal schools throughout their history were essentially secondary schools—not colleges. Most of their early students came directly from the ungraded schools of isolated rural districts for two or three years of training at what is today the high school level. For these students the normal schools provided some of the basic general education that is now the responsibility of the high school, as well as the technical training for teaching. But with the tremendous growth of public secondary education in Minnesota after 1900, the need for education at this level in the normal schools began to diminish. Eventually (in 1917) all students entering the normal schools were required to have finished high school, and the normal schools became colleges in the quality of their students. This sixty-year evolution of the normal schools is admirably illustrated by the record of grade enrollments at Mankato State Normal School, which was typical of the schools of the period (see Table 42).

The transition of the normal schools to teachers college status was a development, not merely an event fixed by the date that authorized

TABLE 42. ENROLLMENTS IN THE MANKATO STATE NORMAL SCHOOL, BY GRADES, IN SELECTED SCHOOL YEARS: 1877-78 TO 1922-23

School Year	Enrollments in the Various Grades							Total
	9	10	11	12	13	14	15	
1877-78 .....	93	23	26					142
1882-83 .....	147	45	19	15	2			228
1887-88 .....	159	75	52	22	2			310
1892-93 .....	143	96	90	32	2			363
1897-98 .....	282	126	91	1	79	47		626
1902-03 .....	87	41	28	15	93	20		284
1907-08 .....	208	105	81	26	258	30		708
1912-13 .....		223	104	53	371	150		901
1917-18 .....			68 <sup>a</sup>	12	340	300	12	732
1922-23 .....				81 <sup>a</sup>	829	443	17	1370

SOURCE: Annual Catalogs of the Mankato State Normal School, 1877-78 to 1922-23.

<sup>a</sup> Summer enrollments only.

legally a change in their status. As changes in the academic backgrounds of students occurred, the normal schools took on the characteristics of colleges. They established admission requirements equivalent to those maintained by colleges and universities. They eliminated from the curriculum courses predominantly secondary in character. As rapidly as conditions permitted, they employed faculty members with advanced educational qualifications. They reconstructed their physical plants to provide facilities for work on the collegiate level. They organized their educational programs in conformity with college practices. Whether these imitations were good or bad, the normal schools assimilated as rapidly as possible the collegiate patterns of administration and behavior, and the teachers colleges continued the imitative process after the transition had taken place.

In the course of this growth to college status the action of the legislature authorizing the change in name constituted only a convenient date for marking the transition. On April 13, 1921, the governor of Minnesota signed "An Act to redesignate the State Normal Schools and the Normal School Board and to enable the Board to award appropriate degrees."<sup>2</sup> On that date, therefore, the normal schools in the state officially became teachers colleges and the governing board was given the authority to award "appropriate degrees to persons who complete the prescribed four-year curriculum of studies in the State Teachers Colleges."

It was at this point, roughly, that the first cycle in the evolution of the teacher-educating institutions came to an end and the second cycle began. The normal schools had served not only as institutions for the professional education of teachers but also as institutions for general education on the secondary level. They had provided advanced education for the youth of the areas they served. As in the present day, those earlier students tended to enroll in greatest numbers from the immediate territory of the normal schools; but many students came from more remote communities in order to secure the advanced education not supplied by their home communities. The normal schools were area institutions, therefore, serving to educate teachers for the common schools and to provide advanced education of a general nature as the sound basis on which to build professional education.

The state teachers colleges, now well into the second cycle of evolution, are repeating on the college level the services the normal schools rendered on the secondary level. They are supplying the broad basic background essential to professional education. In the absence

<sup>2</sup> *Session Laws of Minnesota for 1921*, Chapter 260, p. 306.

of other local agencies to provide general education beyond the twelfth grade, the teachers colleges offer a program of general education throughout at least the freshman and the sophomore years. The teachers colleges are, therefore, serving the dual function of providing general education and professional education for the youth of the areas they serve. They are *area* colleges not only for the professional education of teachers but also for the extension of the common-school program through grades thirteen and fourteen.

#### Relationship of the Teachers Colleges to the Public Schools

The obligation of the state teachers colleges to the public schools is as broad as the need of the public schools for professionally educated teachers. And since the teachers colleges were created specifically to educate teachers, they have a distinctive relationship to the public schools. The concept of "the common school" has grown to include the high school, as noted earlier, and the teachers colleges now are responsible for the education of teachers on both the elementary and secondary levels, including teachers of "nonacademic" subjects as well as the traditional ones. Because of this close relationship, the needs of Minnesota public schools in teacher supply, in teacher qualifications, and in in-service training therefore have particular significance for the state teachers colleges.

#### TEACHER SUPPLY

Three factors affect the comparative supply of qualified school teachers in Minnesota: (a) enrollments in the public schools, (b) the number of teachers leaving the profession each year, and (c) the number of new teachers entering the profession each year from the teacher-training institutions. These factors have been out of balance, at least in so far as the elementary schools are concerned, for nearly a decade. Increasing elementary school enrollments, due to a rise in birth rates that began in the middle 1930s, and large-scale withdrawals of teachers from the profession have been coupled with low rates of entry into the profession to produce an acute shortage of qualified elementary school teachers.

Despite an upturn in teacher-training enrollments after the war, the factors controlling the supply of elementary teachers remain seriously out of balance. A total of 2307 elementary teachers left the profession at the end of the school year 1947-48, but only 958 qualified new teachers became available by completion of training programs.<sup>3</sup> Teachers to account for the difference between 958 and 2307

<sup>3</sup>State Department of Education, Division of Teacher Personnel.

were recruited from whatever other sources were available, and their preparation for teaching was wholly inadequate in comparison even with our present relatively low professional standards.

The need for quick and decisive action in supplying greater numbers of qualified elementary school teachers is critical. A conservative estimate, based on the numbers of children already born, indicates that at least five hundred *additional* new teachers will be needed annually for the next six years *to take care of the population increases alone*.<sup>4</sup>

In contrast, the number of secondary teachers now being prepared appears to be more than adequate for the needs of the high schools of Minnesota. The wartime shortage of high school teachers now has been overcome, and there is an actual oversupply in some subject fields. Teacher-supply problems in the secondary schools, therefore, are at present problems of quality rather than quantity.

The primary responsibility of the state teachers colleges, for the immediate future at least, is clear. These colleges should expend every possible effort to recruit prospective teachers for the elementary schools and should give them the professional education they need to do their jobs well.

#### TEACHER QUALIFICATIONS

The urgent need for teachers for the elementary schools is not adequately expressed in quantitative terms alone; the need for quality is as great as the need for quantity. Of the 958 new teachers who became available for elementary school teaching by completion of training programs in 1947-48, only 184 met the desired standard of four years of professional education. Of the remainder, 574 had completed two years of training and an estimated 200 had obtained only one year of preparation for teaching.

The teachers colleges can help in a limited degree to alleviate the quality shortages of elementary school teachers by inducing a larger number of four-year students to prepare for elementary school teaching rather than high school positions. The present oversupply of teachers in some secondary teaching fields will encourage some students to switch to the elementary curriculum, but all colleges must take immediate advantage of the situation by providing active guidance of students into the elementary field.

One danger inherent in guidance of prospective teachers into elementary school work is that they may elect the two-year curriculum

<sup>4</sup>Cyril J. Hoyt, "Prospective Elementary School Enrollments in Minnesota" (mimeographed; Minneapolis: Bureau of Educational Research, University of Minnesota, 1949).



of preparation instead of the four-year course. Present conditions of employment—salaries, recognition, security, and job opportunities—give four-year graduates in the elementary field such a negligible advantage that students are not likely to be convinced that the longer program is the more desirable one. Yet to the extent that students elect the two-year curriculum the professional standards of elementary school teaching suffer.

Minnesota cannot afford to go on throwing poorly prepared teachers into the profession, for the welfare of the state is directly dependent upon the enlightenment of its people and there is a high correlation between education and standard of living.<sup>5</sup> The only way in which the quality standards of teaching in our elementary schools can be brought up to the level of our needs is *by raising to four years of training the requirements for certification*. Entire control over teacher certification was vested in the State Board of Education by the 1949 legislature.<sup>6</sup> If the state board feels a need to educate local school boards and superintendents to the necessity for higher standards before it raises certification standards to four years, then the teachers colleges and all other institutions that train elementary school teachers should join forces and begin that education without delay.

The need for upgrading teachers is present also in the high schools. Teachers for the secondary schools of our day cannot be prepared adequately within a period of four years. Adequate preparation for good teaching at the high school level now entails programs of general education, professional education, and specialization in broad fields that together require five years to complete. Four states already require more than four years of professional training for certification of secondary school teachers, and with the approaching oversupply of high school teachers many other states can be expected to follow suit. Minnesota teacher-training institutions, including the state teachers colleges, had better hasten their preparations for five-year curriculums in secondary education.

Of the two qualitative needs here described, the need for upgrading the teachers in our *elementary* schools is by far the greater. In the professional training we require of our high school teachers we have kept pace pretty well with other states and have not done too badly in comparison with our own needs. Our improvement needs in this field are generally the same as those of other states. But in the train-

<sup>5</sup> Harold F. Clark, "Five Talents," *Official Report of the American Association of School Administrators* (Washington, D.C.: National Education Association, 1947), pp. 81-90.

<sup>6</sup> *Minnesota Laws of 1949*, Chapter 612.

ing we require of our elementary school teachers we are tragically behind the times, ranking near the bottom among all the states in the quality of teaching to which we entrust our younger children. Because of their direct responsibility to the public schools, the state teachers colleges are obligated to exert every effort to raise these quality standards in education.

#### IN-SERVICE TRAINING

Even though five in six of Minnesota's elementary teachers have less than four years of training and a third have less than two years of preparation for their work,<sup>7</sup> it would be neither possible nor desirable immediately to replace with new four-year teachers all those veterans in the profession who have less than the desired amount of training. It will be better in most cases to upgrade the present teachers *on the job* through an intensive program of in-service training. Special institutes held in local county or graded school systems accomplish a great deal in broadening the outlook of teachers, but teachers need more formal training, too, to improve the quality of their teaching. Continuous progress toward a higher level of professional training should be required of all teachers with less than four years of college preparation. This progress should entail regular attendance *every summer* at one of the teacher-training institutions of the state until the bachelor's degree has been earned. Only state requirements for renewal of teaching certificates can make this sort of professional growth among our teachers possible on a large scale.

All Minnesota colleges that train teachers will have a part in the development of the in-service training program our schools so desperately need, but the teachers colleges should recognize their special responsibilities for the upgrading of elementary teachers. Since half of the elementary teachers in service are products of the state teachers colleges, it is to be presumed that at least half of the in-service training task should fall to these same colleges. It is, therefore, a responsibility of major proportions.

#### Relationship of the State Teachers Colleges to Minnesota's Total Program of Higher Education

Just as the state teachers colleges have a relationship to Minnesota's public schools that is different in some degree from that of every other kind of college, so they have a distinctive relationship to the state's total program in higher education. In the number and kinds of students they enroll, in the special types of training they are called upon to provide, in the fields for which it is their duty to exercise

<sup>7</sup> See Chapter 13.

leadership, and in their particular contributions to Minnesota's educational progress the teachers colleges play a vital part in the system of post-high-school education in this state.

#### TEACHERS COLLEGE ENROLLMENTS

Roughly one tenth of all college students in Minnesota—one seventh of the freshmen—are attending the state teachers colleges. With these proportionate enrollments the teachers colleges carry a significant share of the total responsibility for higher education in this state (see Table 9, Chapter 3).

Teachers college enrollments suffered heavy losses during the war years, when service inductions and highly paid industrial employment cut severely into the ranks of prospective teachers. Since the end of the war, however, enrollments have grown steadily at a rate that evidences renewed interest in teaching and points to a continuing growth of the teachers colleges. A new interest in work beyond the bachelor's degree is in evidence, too, with 111 degree graduates enrolled for post-graduate study in 1947-48. These colleges, then, are full partners in the whole enterprise of educating beyond the high school those Minnesota young people with the desire and the capacity for college training.

#### TEACHERS COLLEGE CURRICULUMS

In accordance with the purpose originally established for them by the legislature, the teachers colleges concentrate their principal efforts on the training of public school teachers. Of the total teachers college enrollment in 1947-48, 81 per cent were students who were preparing for teaching and an additional 5 per cent were students who probably would shift to teacher-training before they left college.

Four kinds of teacher-training programs are offered by the teachers colleges: the four-year curriculum leading to the Bachelor of Science degree for elementary school teachers, the similar four-year degree curriculum for secondary school teachers, the two-year curriculum leading to a diploma for elementary school teachers, and extension programs for teachers in service. Only three Minnesota institutions outside of the teachers colleges offer training programs for elementary public school teachers.

The state teachers colleges are making a significant contribution to higher education in Minnesota through the curriculum developments of their educational programs. Their professional curriculum for the education of teachers has always been outstanding in its use of laboratory schools to provide a direct relationship between the professional courses and teaching practices. The laboratory schools furnish oppor-

tunities for observation and participation in the educational program on the elementary and the secondary levels. These experiences contribute materially to making the professional education meaningful to students. In addition, the laboratory schools provide opportunity for experimentation in the development of new teaching procedures and in the organization of new curriculum materials; they make an invaluable contribution not only to the preservice program of teacher education but also to the in-service program.

The state teachers colleges did not, at the outset, enter the field of preparing teachers for the high schools. Until the late 1920s they continued their sole concentration on the training of elementary teachers, having offered their first four-year course in this field in 1925. But the enormous growth of Minnesota high school enrollments in the decade of 1920 to 1930—an increase of more than 100 per cent in ten years—created an urgent need for more high school teachers. In response to this need, the State Normal School Board in 1928 authorized the colleges "to provide for and offer four-year courses of study for the training of elementary and high school teachers."<sup>8</sup> In May of 1929 the board adopted the four-year curriculum proposed by the college presidents, and the state teachers colleges began the training of secondary school teachers.<sup>9</sup>

In addition to their teacher-training curriculums, the teachers colleges now offer three kinds of programs for students who are not preparing for teaching: a four-year liberal arts curriculum leading to the Bachelor of Arts degree, preprofessional courses of two years leading to advanced professional study in other institutions, and two-year programs of general education.

By action of the State Teachers College Board in August 1946, the function of the state teachers colleges was broadened to include the higher education of other young people than those who intended to enter the teaching profession. At that time the University had proposed a joint registration with the teachers colleges to meet the needs of the more than 40,000 youth seeking to enroll at the University. By the proposed joint registration plan, young people living near the state teachers colleges would be enabled to start their college work at these institutions and later transfer to the University without loss of credits. The board approved this proposal unanimously and committed the teachers colleges to accept all qualified students applying for admission regardless of their future professional plans.

At the same meeting, the State Teachers College Board authorized

<sup>8</sup> Report of the State Normal School Board, December 4, 1928.

<sup>9</sup> *Ibid.*, May 10, 1929.

the six state teachers colleges to award the Bachelor of Arts degree in addition to the Bachelor of Science degree the colleges already were offering. The B.S. degree was granted to those completing the professional requirements leading to certification to teach; the new curriculum would not lead to a certificate to teach, but would provide an opportunity for students to complete four years of academic work in the state teachers colleges and to secure in recognition their B.A. degrees.

The curriculums of the state teachers colleges, it is seen, have grown in response to state needs. Their programs of teacher education have developed in fulfillment of their primary purpose. Their programs in general and liberal education outside the teaching field are the results of public demand. In the areas of their greatest drawing power, generally the counties surrounding the teachers college towns, the state teachers colleges therefore serve a great many educational needs of Minnesota young people and contribute significantly to the total educational effort of Minnesota's colleges and universities.

#### Present Problems of the State Teachers Colleges

Every college is faced with the problem of how best to serve its students and its community with the resources at its command. Every college must constantly assess its strengths and weaknesses, so to use best the resources it already has and to discover the aspects of its program most deserving of additional support when new resources become available.

The financial resources of the state teachers colleges are derived mainly from legislative appropriations. The only other sources of revenue are income from the Swamp Land Fund and student tuition. But as public institutions that serve mostly young people from middle- and low-income families, the teachers colleges cannot look to increased tuition rates for added resources. As a consequence, the needs which the teachers colleges have been unable to satisfy on the funds appropriated to them by the legislature have remained largely unsatisfied. Two of the unsatisfied needs—expansion of physical facilities and enlargement of staff—constitute the major present problems of the teachers colleges.

#### PROBLEMS OF PHYSICAL PLANT AND EQUIPMENT

Enrollments in the state teachers colleges have outgrown the colleges' permanent building space and other facilities for instruction. A recent report showed that the average amount of classroom space

per student in the state teachers colleges is only one third of the recommended standard of 150 square feet.<sup>10</sup> Some of the space included in this low average is in buildings erected forty years ago, inadequate not only in the space they provide per unit of upkeep cost but also in the facilities they afford for instruction in such things as laboratory work, industrial arts, and activity courses in physical education. And the equipment for carrying on an effective program of instruction is as inadequate for present enrollments as the physical space.

If there is to be a priority assigned among even the most critical physical needs of the teachers colleges, however, it should be given to facilities for housing students—particularly men students. Housing provision, in the main, has been made only for women. The men are quartered in the basements of classroom buildings, in old residences, in converted army barracks, in trailers, and in accommodations of like nature. Married veterans occupy the 147 units of converted barracks the colleges have acquired since the war. The 1947 legislature, recognizing the housing emergency at Moorhead, provided funds for a men's dormitory, but the need for adequate dormitory facilities remains urgent at all the teachers colleges. Adequate housing accommodations cannot be obtained in private homes. The living conditions of students materially affect their intellectual, emotional, and moral development.

#### PROBLEMS OF FACULTY PERSONNEL

The faculties of the state teachers colleges constitute an even more important factor in the effective operation of the schools than the physical plants and equipment. The colleges employ approximately 350 faculty members. That number is inadequate for the number of youth enrolled in the colleges.

The student-faculty ratio for the Minnesota state teachers colleges ranges from 15-to-1 to 22-to-1, with an average ratio for the five colleges of almost 18-to-1. The national average is approximately 15-to-1 and the recommended average for top-ranking institutions is 10-to-1.<sup>11</sup> Since nonteaching staff members (administrative personnel, librarians, nurses) are included on the faculty roster, the real student-teacher ratio is always considerably higher than these figures show. If the

<sup>10</sup>A. M. Clure, "Report of the President of the State Teachers College Board to the Governor of Minnesota," January 1949.

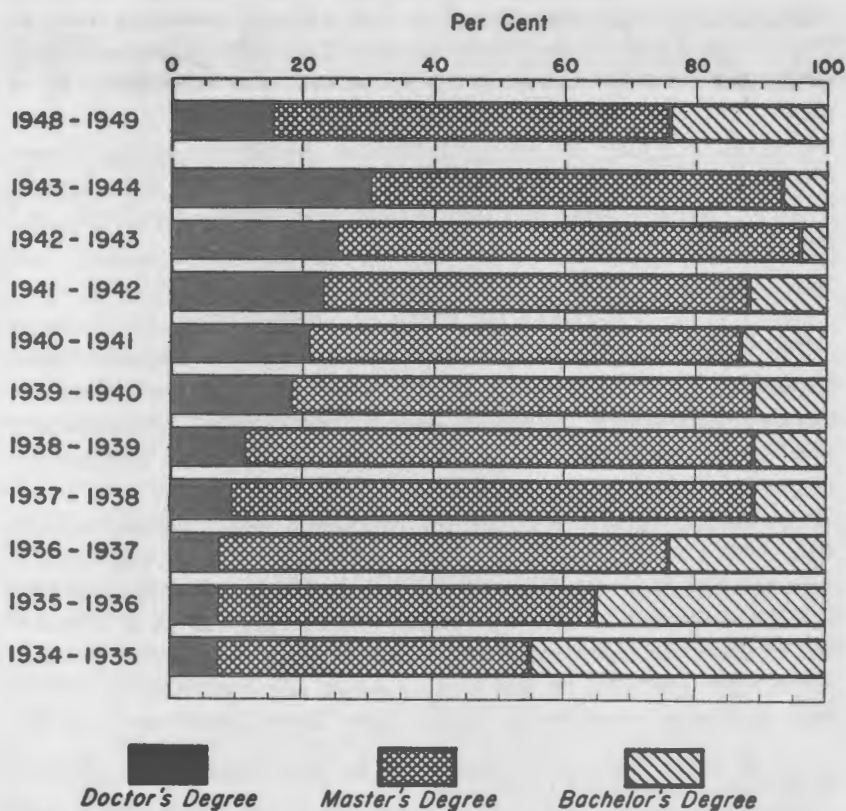
<sup>11</sup>Melvin E. Haggerty, *The Faculty* (Chicago: University of Chicago Press, 1937), Vol. II of *The Evaluation of Higher Institutions*, p. 108.



faculty are overburdened in their assignments they cannot give efficient professional service; moreover, with the limited faculty personnel at their command, the colleges cannot provide services commensurate with the needs of the public schools. There is an urgent need for an increase in faculty personnel sufficient to reduce the teaching load at least to an average of twelve to fourteen students for each faculty member.

The educational qualifications of the faculties of the state teachers colleges frequently are misunderstood by the public—and too often by educators not properly informed. The tendency is to think of the educational qualifications of the faculties of the state teachers colleges in terms of the qualifications of the state normal schools. Up-

FIGURE 5. THE ACADEMIC PREPARATION, INDICATED BY THE HIGHEST DEGREE HELD, OF THE FACULTY OF MOORHEAD STATE TEACHERS COLLEGE: FROM 1934 TO 1944 AND THE YEAR 1948-49.



SOURCE: Records of the Moorhead State Teachers College, Moorhead, Minnesota.

grading of the faculty in one of the state teachers colleges typifies upgrading that has been accomplished in the other four colleges.<sup>12</sup> The facts shown in Figure 5, covering the ten-year period from 1934-35 to 1943-44, reveal qualifications only in terms of degrees earned. The quality of the institutions that awarded the degrees, and the recency of graduate work pursued, also contribute to the qualifications of a faculty. A high proportion of the advanced-degree members of teachers college faculties have earned their degrees in especially distinguished departments of outstanding universities.

Unfortunately, difficulty has been encountered in maintaining adequately qualified faculties for college instruction. In common with colleges and universities generally, the teachers colleges in Minnesota have suffered loss in qualified faculty personnel. Some of the best trained college teachers have been attracted into other kinds of work or other institutions by greater security and higher salaries. Without sufficient funds, no college can maintain an adequately qualified faculty, so keen is the college competition in this respect.

The state teachers colleges need additional funds, therefore, for two primary purposes: to expand and maintain the physical plants necessary for their increased enrollments, and to enlarge and upgrade their teaching staffs. Satisfaction of these two needs is of paramount importance if the teachers colleges are to achieve the purposes the people of Minnesota have set for them.

### Conclusions

The state teachers colleges have been a part of the Minnesota scene since the earliest days of statehood. Their growth has been so intimately related to the educational needs of Minnesota youngsters that they are often thought to have more of a "grass-roots" nature than any other kind of college. Their development from normal schools at the secondary level to full-fledged colleges has reflected accurately the educational growth of the commonwealth.

Because of their grass-roots tradition the teachers colleges have special responsibilities to the people of Minnesota—responsibilities for improving the quality of education in small elementary schools and for raising the sights of all elementary school educators. Having taken on additional tasks in training high school teachers and in offering programs of general education at the college level for young people looking forward to other careers, the teachers colleges have assumed new responsibilities which are essentially services to the state.

<sup>12</sup>"Educational Qualifications of the Faculty," *Bulletin*, Series 40, No. 3 (Moorhead: Moorhead State Teachers College, November 1944).

In fulfilling their traditional mission, and in discharging their more recently acquired responsibilities, the teachers colleges face knotty problems of finance and management. To the extent that they are successful in solving these problems and pushing ahead along the course they have laid out—to that extent will their contribution to Minnesota education grow.

## Preparing Students for Teaching Careers

PAUL HEATON

The state teachers colleges have assumed a new and larger role in Minnesota's total program of higher education.<sup>1</sup> While the teachers colleges in this new role provide preprofessional programs and a liberal arts curriculum, their chief function continues to be the preparation of teachers for elementary and secondary schools. The following descriptions of the students served by the teachers colleges, therefore, are concentrated for the most part on students in training for teaching.

### ENROLLMENTS

Enrollments at the teachers colleges have been going up since the end of the war. Regular enrollments exceeded six thousand in 1947-48—30 per cent more than in 1939-40—and there was a further increase of approximately 10 per cent in 1948-49.<sup>2</sup> Since these comparisons include only five teachers colleges in the postwar period as against six before the war, owing to the shift of Duluth State Teachers College to the status of University Branch, the actual growth in teachers college enrollments has been even greater than the percentage change suggests.

Men students have constituted a much larger proportion of Minnesota teachers college enrollments in postwar years than they did a decade ago, now outnumbering women by a considerable margin.<sup>3</sup>

The teachers colleges indeed devote their main energies to the education of teachers (see Table 43). Four out of five (80.5 per cent) of all regular students in the teachers colleges in 1947-48 were preparing for teaching, and 82.8 per cent of all special students were either preparing to teach or continuing their professional educations while employed as teachers.

### COMPARATIVE ENROLLMENTS IN THE VARIOUS CURRICULUMS

There are at present three teacher-training programs for regular students at the teachers colleges: the two-year curriculum for elementary teachers, the four-year curriculum for elementary teachers, and the four-year curriculum for high school teachers. In addition there are several kinds of programs for regular students *not* preparing to teach: the four-year liberal arts curriculum leading to the B.A. degree, preprofessional courses of two years preparatory to advanced profes-

<sup>1</sup> See Chapter 11.

<sup>2</sup> Upper Midwest Association of Collegiate Registrars, Enrollment Report of First Semester or Quarter, 1948.

<sup>3</sup> U.S. Office of Education, "1948 Fall Enrollment in Higher Educational Institutions," Circular No. 248 (Washington, D.C.: Federal Security Agency, 1948).

TABLE 43. ENROLLMENTS IN THE MINNESOTA STATE TEACHERS COLLEGES, REGULAR STUDENTS AND OTHERS: 1947-48

Type of Student	Number Enrolled
Regular students preparing for teaching .....	4944
In four-year curriculums (B.S. degree) .....	3336
In two-year curriculums (diploma) .....	1608
Regular students not preparing for teaching .....	1194
In four-year curriculums (B.A. degree) .....	277
In preprofessional courses (other than teaching) .....	917
Special students taking work in education .....	740
Postgraduate students (holding degrees) .....	111
Extension students (summer) .....	629
Special or unclassified students not in education .....	154
Net total enrollment (after elimination of duplicates) .....	7016

sional study in other institutions, and a two-year terminal course in secretarial work in at least one teachers college, with other terminal courses in the planning stage.

*The secondary curriculum.* Proportionate enrollments in the teachers college four-year curriculum preparing teachers for high school rose steadily from the time the curriculum was first introduced until very recently. In 1948-49 half of the teachers college graduates were prepared to teach in high schools (see Table 44), although this proportion was overbalanced in favor of the secondary curriculum by the presence of a large number of veterans in the upper classes. Much of this long-term gain was due to increased enrollments of men, nearly all of whom enrolled in the four-year secondary curriculum, outnumbering the women in every class from freshman to senior.

This long-continued rise in secondary enrollments represents a gradual shift in the relative emphasis the teachers colleges have given to the training of elementary and secondary school teachers. Recognizing, however, that the greatest future needs for teachers in Minnesota will be in the elementary and junior high school fields, the teachers colleges are exerting major efforts to guide more new students into four-year elementary curriculums.

*The two-year elementary curriculum.* Of the students prepared to teach in the elementary schools in 1948-49 (half of the teachers college total teacher-training graduates), nearly nine out of ten were graduates of the two-year diploma program (see Table 44). The proportion of students in the elementary field who elect the two-year program has always been high, but it is higher now than it was before the war. The popularity of the two-year program is such that at the

TABLE 44. PROPORTIONS OF TEACHERS COLLEGE STUDENTS GRADUATING FROM THE VARIOUS TEACHER-TRAINING PROGRAMS, IN PERCENTAGES, FOR SELECTED YEARS: 1925-26 TO 1948-49

Year	Percentage of Teacher-Training Graduates		Percentage of Graduates in Elementary Education	
	Elementary Curriculums	Secondary Curriculum	Two-Year Curriculum	Four-Year Curriculum
1925-26 .....	100.0		99.7 <sup>a</sup>	.3
1929-30 .....	100.0		94.8	5.2
1934-35 .....	78.9	21.1	90.0	10.0
1939-40 .....	70.7	29.3	85.4	14.6
1944-45 .....	74.7	25.3	77.4	22.6
1948-49 .....	49.1	50.9	89.1	10.9

SOURCES: For 1925 to 1940, Paul Heaton, "Minnesota State Teachers Colleges in Transition," Bulletin of the Moorhead State Teachers College, Moorhead, Minnesota (mimeographed, August 1946). For 1944-45 and 1948-49, Report of the Minnesota Institutional Teacher Placement Association, Research Committee (Code XX-B-31, Revised), 1949.

<sup>a</sup> Includes a small number (less than 1 per cent) of three-year graduates.

one college for which the information is available (Moorhead) it now absorbs three fourths of all freshman girls.

Minnesota's critical need for better trained elementary school teachers is aggravated by the fact that young teachers with only two years of training can obtain certificates and secure teaching jobs at salaries almost as high as those paid four-year graduates. The average salary obtained by Moorhead two-year graduates in 1948, for example, was \$225.44 per month for nine months, while that obtained by the few elementary degree graduates was \$276.94.<sup>4</sup> If certification and well-paying jobs continue to be available to two-year graduates, the attractiveness of the two-year course will remain high and Minnesota's need for better trained elementary school teachers will remain unsatisfied. Until there is a change in certification requirements, or in the economic and social rewards that accompany completion of the four-year program, the only real hope for upgrading our elementary teachers lies in a tremendously increased effort to continue the education of these teachers through attendance at summer sessions.

*The four-year elementary curriculum.* Although some students probably would not enter teaching if more than two years of training were required, increased enrollment in the two-year course undoubtedly has been draining away many students who might otherwise have entered the four-year curriculum. In 1948-49 only one twentieth (5.4

<sup>4</sup> "Report of the Placement Office, 1947-48," E. M. Spencer, chairman (mimeographed; Moorhead, Minn.: State Teachers College).

per cent) of all teachers college students preparing for teaching were enrolled in the four-year programs that educators deem necessary for adequate preparation of elementary school teachers.

*The four-year liberal arts program.* Slightly less than 5 per cent of the regular students in Minnesota's teachers colleges are enrolled in the liberal arts courses leading to the B.A. degree (see Table 43). In view of the recent establishment of liberal arts curriculum (1947), no trends in enrollment can be observed at present.

*The two-year preprofessional courses.* The teachers college curriculums offering the first two years of college study for such professional fields as medicine, law, and engineering attract a substantial number of students. In 1947-48 nearly 15 per cent of all regular students in the teachers colleges—76 per cent of the nonteacher students—were enrolled in these preprofessional courses. In providing this kind of higher education for young people in their communities, the teachers colleges are performing as an added service one of the functions that junior colleges and liberal arts colleges perform in other communities of the state.

#### REQUIREMENTS OF THE VARIOUS TEACHER-TRAINING CURRICULUMS

Students preparing for teaching at the state teachers colleges find that a considerable part of their work consists of required courses. In the first two years of the four-year program a well-rounded group of courses known as *constants* is required of all students by ruling of the State Teachers College Board. These courses, involving work in English, science, social studies, physical education, and fine or applied arts are therefore basic in the program of general education in each of the colleges. Individual colleges have built further requirements in general education upon the constants established by the board.<sup>5</sup>

Requirements in the upper two years of the four-year programs differ according to the student's plans. Students who intend to teach in high schools are required to take two majors or a major and two minors in subject-matter fields. Majors tend to be in broad fields such as the social studies rather than in fields such as economics, sociology, or political science. These prospective high school teachers are also required to take from thirty to forty hours of prescribed courses in professional education, such as psychology, methods of teaching, and methods of supervision, as well as the highly important eight to twelve hours of practice teaching.

<sup>5</sup>Paul Heaton, "Minnesota State Teachers Colleges in Transition," Bulletin of the Moorhead State Teachers College, Moorhead, Minnesota (mimeographed, August 1946), pp. 8-9.

Students who plan to take a degree in elementary education must also fulfill certain specialized requirements in professional education and practice teaching. A broader distribution of subject-matter courses than that which is allowed by the majors and minors of the prospective secondary school teacher is required in the upper two years of the program for elementary teachers.

Almost all of the courses in the two-year program for elementary school teachers are required courses. The colleges distribute about two thirds of this work in the different subject-matter fields, always including art and music and attempting to provide a basic general education which is in many respects similar to that included in the four-year programs. About one third of the two-year students' work is in education courses, with practice teaching absorbing eight to twelve hours of the requirement. Practice teaching is usually done during residence at a supervised public school in the country during half of the winter or spring quarter in the student's second year in college.

#### CHARACTERISTICS OF STUDENTS ATTENDING THE TEACHERS COLLEGES

To know the kinds of students who attend the Minnesota state teachers colleges is to understand better some of the objectives and problems of those colleges.

*Student residence.* Our teachers college students are drawn predominantly from regions close to the colleges. Mankato Teachers College, for example, serves an area of roughly twenty-seven counties in southwestern Minnesota. During a recent five-year period 94 per cent of all Minnesota students enrolled at the Mankato college came from that area.<sup>6</sup> At the Moorhead Teachers College during the same period, 86 per cent of all Minnesota students came from nineteen counties in the northwestern part of the state.<sup>7</sup>

A majority of the young people who attend our teachers colleges come from rural communities (see Table 45). A study of the students enrolled in the present five teachers colleges in 1946 showed that, except for Winona, more than half of the students came from farms or towns of less than 2500 population.<sup>8</sup> Approximately one third of the

<sup>6</sup>Staff of the Mankato State Teachers College, "Report to the Minnesota House of Representatives Interim Committee on State Administration" (mimeographed; Mankato, Minn.: State Teachers College, 1944), p. 11.

<sup>7</sup>"Final Report on the Moorhead State Teachers College for the Interim Committee of the Minnesota House of Representatives," by the Committee of the Faculty and the Administration of the College (mimeographed; Moorhead, Minn.: State Teachers College, 1946), pp. 8-9.

<sup>8</sup>Heaton, *op. cit.*, pp. 8-9.



TABLE 45. RESIDENCE OF STUDENTS IN MINNESOTA STATE TEACHERS COLLEGES: SPRING 1946<sup>a</sup>

Place of Residence	Number of Students	Percentage of Total Enrollment
City over 5000 or suburb .....	452	35.5
Population 2500-5000 .....	95	7.5
Population 500-2500 .....	229	18.0
Population under 500 .....	123	9.6
Farm .....	373	29.4
Total .....	1272	100.0

<sup>a</sup> Duluth not included.

students at Mankato, St. Cloud, and Moorhead in 1946 came from farm homes; at Bemidji about a fourth; and at Winona about a fifth. An additional one fourth of the students in all colleges came from towns of less than 2500 population.

Farms and small towns furnished an even greater proportion of the students enrolled in the two-year program than of the total teachers college enrollment. Almost four fifths of those following the two-year program at Mankato, St. Cloud, and Moorhead (the colleges enrolling the largest number of students in the two-year program) came from either farms or towns of less than 2500 population. Half of the two-year students in these three colleges came from farms.

*Occupation of parents.* A large proportion of teachers college students come from farm homes (see Table 46). Whether they lived on farms or in small towns, the parents of one third of all students at the

TABLE 46. OCCUPATION OF PARENTS OF STUDENTS IN FIVE MINNESOTA STATE TEACHERS COLLEGES, BY COLLEGE AND TOTAL: SPRING 1946

Occupational Group	Percentage of Parents					Total
	Winona	Mankato	St. Cloud	Moorhead	Bemidji	
Professional and semiprofessional .....	8.6	3.7	6.0	5.1	10.3	6.4
Proprietors, executives, managers, and officials .....	18.0	15.7	13.8	13.8	19.6	15.8
Farmers .....	25.2	43.5	36.7	33.5	27.3	33.8
Clerical, sales .....	8.1	13.2	10.0	8.8	5.2	9.4
Crafts, skilled workers ....	15.8	10.8	14.4	18.5	17.0	15.3
Semiskilled, unskilled .....	16.2	10.3	14.7	17.4	14.4	14.7
Armed forces .....	.4				.5	.1
Retired .....	3.2	1.6	2.0	.7	3.6	2.1
Not indicated .....	4.5	1.2	2.4	2.2	2.1	2.4
Total .....	100.0	100.0	100.0	100.0	100.0	100.0

five teachers colleges in 1946 were engaged in farming. Most of the remaining students came from working-class homes in small towns.<sup>9</sup>

The state teachers colleges serve a much higher proportion of young people from agricultural areas than do other colleges in Minnesota; they enroll more students from working-class families, and fewer whose parents are employed in professional or executive positions, than do the liberal arts colleges. Students who enter the teachers colleges are a more representative cross-section of high school graduates from all economic and social groups than are the students who enter other kinds of colleges.

*Reasons for attending teachers colleges.* The proximity, low cost, and opportunities provided for individual development constitute major attractions for the students who attend teachers colleges. Among students replying to an inquiry that included the five teachers colleges in 1946,<sup>10</sup> four out of ten gave "near home" as the most important reason for attending the particular college. An additional 16 per cent said that "low cost" was their first reason, and an equal proportion specified the individual attention associated with attendance at a college of moderate size. Other reasons frequently given were: the high standards of the teachers colleges (12 per cent), preprofessional training (8 per cent), friends attending (3 per cent), and job opportunities for graduates (2 per cent). Veterans attended for the same reasons as the total group, except that fewer veterans considered "low cost" of first importance and more of them were seeking preprofessional credit.

*Academic ability.* All graduates of accredited high schools are eligible for admission to the teachers colleges, but a large proportion of those who enroll in the teachers colleges rank in the upper half of their high school graduating classes. In a 1940 study,<sup>11</sup> it was reported that of students entering the teachers colleges 46 per cent were from the highest fourth of their high school graduating classes, 29 per cent were from the second fourth, 17 per cent were from the third fourth, and only 8 per cent were from the lowest fourth. Just as there is a wide variation in the academic abilities of students in all other types of colleges, there is a considerable range of ability among teachers college students. Some of them possess academic ability well above the average for all college students while others have less than average capacity for

<sup>9</sup> *Ibid.*, p. 6.

<sup>10</sup> *Ibid.*, p. 8.

<sup>11</sup> Archie C. Clark, "The Status, Policies, and Objectives of the Minnesota State Teachers Colleges," p. 121. Unpublished doctoral thesis on file with the Faculty of the School of Education, University of Southern California, 1941.



college study. Although the average academic capacity of these students is not as high as that of students in colleges with restrictive entrance standards, the teachers colleges enroll many young people of outstanding ability and draw their students generally from among the better qualified high school graduates.

*Survival in teachers college work.* The present practice of admitting to the teachers colleges any high school graduate who applies gives the student a chance to prove himself in college, regardless of handicaps he may have experienced previously in a limited high school curriculum or an unfavorable home environment. In these circumstances, a higher rate of academic mortality might be expected in the teachers colleges than in institutions that set high entrance standards.

In 1939-40, perhaps the most recent year to present a fairly normal estimate of student survival, about a third of all the students at Bemidji State Teachers College terminated their teachers college training before completion of the programs in which they were enrolled.<sup>12</sup> No reasons for these withdrawals were given in the Bemidji Report. Winona State Teachers College, however, reported the reasons for 158 dropouts during the same year.<sup>13</sup> Scholastic difficulties were directly responsible for almost a third of the withdrawals, and the reasons for withdrawal given by many other students were related to lack of academic success. Moorhead reported that from 1939 to 1943 "By far the largest number dropped out because of inability to maintain the scholastic standard required by the College."<sup>14</sup> Incomplete and inconclusive as these evidences are, they indicate that a fairly high degree of selection on the basis of academic success takes place in the teachers colleges.

*Extracurriculum activities.* Student activities outside the classroom, carefully planned to encourage broad participation, contribute a great deal to any young person's college education. The teachers colleges provide programs of activities in which nearly all their students take part. Among a group of 114 seniors graduating from four teachers colleges in 1946, only ten reported having had no activities outside of class during their four years of college.<sup>15</sup> Those who carried the largest programs of activities usually began a substantial program in the freshman year, picked up a few more activities during the sophomore

<sup>12</sup>"Bemidji State Teachers College Report to the Interim Committee on Administration, 1933-1943" (mimeographed; Bemidji, Minn.: State Teachers College, 1944), p. 31.

<sup>13</sup>"Winona State Teachers College Report to the Interim Committee on Administration, 1933-1944" (mimeographed; Winona, Minn.: State Teachers College, 1944), p. 73.

<sup>14</sup>"Report on the Moorhead State Teachers College," pp. 61-63.

<sup>15</sup>Heaton, *op. cit.*, pp. 43-45.

year, and held more than one office or position of responsibility as juniors. No difference in participation was noted between graduates of small high schools and graduates of larger high schools.

*Changes in vocational objectives.* The liberal arts and preprofessional curriculums of the teachers colleges are helping to increase the number of prospective teachers. A study of 2421 teachers college students in the spring of 1948 revealed that 33 per cent of the students who had not elected teaching as a vocational choice when they entered college had changed to teaching.<sup>16</sup> Of the students who had originally enrolled with the intent to prepare for teaching, only 1.4 per cent had changed to other vocational goals. From this report it would appear that the teachers colleges make the teaching profession attractive to their students.

*Post-college teaching positions.* A large majority of teachers college graduates take teaching positions in rural Minnesota communities. In a study of the four-year graduates during the period 1931 to 1935,<sup>17</sup> it was found that 66 per cent of the degree graduates taught their first year in communities of less than 2500. Teachers with four years of training tended to move to schools in larger communities as teaching experience was acquired. Similar figures for the two-year graduates of the teachers colleges would no doubt show a much larger proportion remaining in rural and small town schools.

*Summer session students.* The Minnesota teachers colleges enroll a somewhat different group of students in the summer sessions than they do during the regular school year. In addition to the summer classes held at the teachers colleges, these colleges conduct off-campus workshops for teachers who cannot attend the regular summer classes. The summer student group consists largely of public school teachers who seek further college education; many are holders of two-year college diplomas and are working toward a degree, and others are graduates of one-year normal training departments in high schools who seek a two-year college diploma. The teachers colleges are the only higher institutions in Minnesota which will accept and count toward a diploma credits earned in high school teacher-training departments, and thus offer the only feasible means by which these substandard teachers can extend their professional training. During the first summer session of 1939 at St. Cloud State Teachers College, 7 per cent of the students enrolled were freshmen, 45 per cent sophomores, 27 per cent juniors,

<sup>16</sup>Charles R. Sattgast, "Report of a Study of Change of Vocational Choice in the Minnesota State Teachers Colleges," *Quarterly Report to the State Teachers College Board* (mimeographed; Bemidji, Minn.: State Teachers College, February 10, 1949).

<sup>17</sup>Clark, "Minnesota State Teachers Colleges," p. 298.

16 per cent seniors, and about 6 per cent postgraduate or unclassified students.<sup>18</sup> The large proportion of sophomores at a representative teachers college would indicate approximately the proportion of teachers who were one-year high school department graduates working for the two-year diploma.

#### CONCLUSIONS

Most of the facts and trends noted in this section have special significance for the teachers colleges; some of them affect other institutions of higher education and the state as a whole.

1. Enrollments in the teachers colleges are higher now than they were before the war, and they have continued to rise while enrollments at other institutions have begun to level off.

2. Most of the students at the teachers colleges come from farms and small towns, having precisely the kind of background that should enable them to make the best adjustment to teaching problems in rural schools.

3. Proportionate enrollments in the two-year elementary courses are going up while those in the four-year elementary curriculums decline, contrary to the hopes of many educators who favor a four-year minimum preparation for all Minnesota teachers.

4. Men students, of whom there are now many more than before the war, almost unanimously elect to follow the four-year program for high school teaching. Now outnumbering women students in all classes of the secondary curriculum, these students will help to relieve the shortage of men teachers in Minnesota's high schools.

5. Much of the effort of the teachers colleges, in their summer session and in their in-service programs, is concerned with the upgrading of Minnesota elementary school teachers already in service, particularly those who have had only one or two years of college work.

6. The teachers colleges make the teaching profession attractive enough to encourage a substantial proportion of their own noneducation students to switch to preparation for teaching.

7. The teachers colleges recognize the importance of a rich general education in the preparation of teachers, requiring all students to gain experience in several broad fields of knowledge in addition to the fields of their major concentration. Required work in general education is designed to give breadth and depth to the teaching of the two-year graduates and to provide a solid core of liberal education for the advanced study of those who stay for four years or transfer to other institutions.

<sup>18</sup>"St. Cloud State Teachers College Report to the Interim Committee, 1933-1943" (mimeographed; St. Cloud, Minn.: State Teachers College, 1944), p. 45.

In summary, the students at the Minnesota state teachers colleges are a good cross-section of the Minnesota youth who have the capacity to benefit from college education. The teachers colleges are not only preparing teachers for the schools of the state but are also serving the broad educational needs of young people in areas of Minnesota where there are no other public institutions of higher education.

